



**Tuesday, June 23, 2020**  
**Virtual Meeting Only- 6:00 p.m.**

**Join using URL:**

<https://tfd215-org.zoom.us/j/81228770866?pwd=QldYT1pNS2dvL1NyRjZSZlFhRHBLQT09>

	I.	Call To Order	
	II.	Roll Call	
	III.	Communication A. Freedom of Information Report B. Public Comment- email to <a href="mailto:dnewman@tfd215.org">dnewman@tfd215.org</a> by noon C. Building Reports	
	IV.	Superintendent's Report- Departing Remarks	
	V.	Future Meetings A. Committee of the Whole: 7.8.2020, 5:00 p.m. B. Regular Meeting: 7.28.2020, 6:00 p.m.	
	VI.	Approval of Minutes – Open & Closed A. Regular Meeting: 5.26.2020	Exhibit 1
		Old Business A. Work Rules & Regulations Admin. Support Staff 2020-2022	Exhibit 2
Action	VII.	New Business A. Consolidated District Plan 2020-21	Exhibit 3
Action		B. Bi-Annual Review of Written Closed Session Minutes for Release & Closed Session Recordings for Destruction (18 months and older)	Exhibit 4
Action		C. Athletic Handbook 2020-21	Exhibit 5
Action		D. Activity Handbook 2020-21	Exhibit 6
Action		E. Aurora University Affiliation Agreement	Exhibit 7
Action		F. 2020 IASB Fall Conference Attendance	Exhibit 8
Action		G. Property Tax Appeal Board Resolution	Exhibit 9
Action		H. TFS Student Survey re: changing school nickname/team name of "Rebels"	Exhibit 10
Action		I. Financial Report	Exhibit 11
	VIII.	Closed Session A. Personnel: Employment, Compensation, Discipline, Performance, or Dismissal for Specific Employees B. Pending Litigation	
Action	IX.	Personnel Report	Exhibit 12
Action	X.	Personnel Addendum	

	XI.	Adjourn	
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**THORNTON FRACTIONAL TOWNSHIP  
HIGH SCHOOL DISTRICT 215**

~~2017~~2020-~~2020~~2022

**WORK RULES & REGULATIONS**

~~-ADMINISTRATIVE SUPPORT STAFF~~

**MAINTENANCE STAFF/MANAGEMENT**

~~CULINARY MANAGEMENT STAFF~~CHEFS/SOUS-

CHEFS



**THORNTON FRACTIONAL TWP HIGH SCHOOL DISTRICT 215  
BOARD OF EDUCATION  
AND  
SUPERINTENDENT OF SCHOOLS**

Mr. ~~Richard Dust~~Michael Bolz.....Board President  
Ms. LeeAnn Revis.....Board Vice-President  
Ms. ~~Sheryl Black~~Patricia Stepp.....Board Secretary  
Mr. ~~Michael Bolz~~Richard Dust.....Board Member  
Ms. Rita Oberman.....Board Member  
Ms. ~~Patricia Stepp~~Morgan Waller.....Board Member  
Mr. Roger Yochem.....Board Member  
  
Dr. ~~Creg E. Williams~~Sophia Jones-Redmond.....Superintendent



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## I. GENERAL RULES AND REGULATIONS

These rules and regulations are set forth under the policies of the District #215 Board of Education regarding non-certificated administrators and administrative support staff. Each employee should read and understand this document. It is to be followed by the employee and administrators in setting forth the conditions of employment. Employees in this book include: non-certified administrators, administrative support staff (as defined in Board Policy 2111), Maintenance Workers, Groundskeepers, Cafeteria Managers, Chefs and Sous-Chefs.

### A. Physical Examinations

1. All new employees are required by the Board of Education and the School Code of Illinois to present evidence of physical fitness to perform the duties assigned. Evidence must consist of a physical examination by a physician licensed in Illinois or any other state to practice medicine and surgery in all its branches or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations or a physician assistant who has been delegated the authority to perform health examinations by his/her supervising physician not more than 90 days preceding the time of presentation to the school board.
2. All new employees will receive the required physical examination form from Human Resources, and the completed form must be filed with Human Resources prior to the first day of work.
3. The examination must have been conducted not more than 90 days prior to the date on which the employee was officially hired by the Board of Education.
4. The cost of the examination is paid by the employee.
5. The Board of Education may from time to time require an examination of any employee by a physician licensed in Illinois to practice medicine and surgery in all of its branches and agrees to pay the expenses of this examination from school funds.

### B. Illinois Municipal Retirement Fund (IMRF)

Illinois law requires that support staff (non-certificated) employees contribute to the Illinois Municipal Retirement Fund unless their job description calls for less than 600 hours of work per year. All employees will also contribute to Social Security and Medicare according to current federal guidelines. These deductions will appear on the employee's payroll check stub. Participation in these funds may provide some monetary benefits in case the employee would become disabled or die. In case of death, the family will receive the allowed benefits. Likewise, provision is made for the employee's retirement.

### C. Salary

Rates of pay shall be as recommended by the Superintendent and approved by the Board of Education.

#### **D. Payroll Deductions**

1. All deductions from an employee's pay must be requested in writing by the employee, unless the deduction is court ordered or is a payment to the District on behalf of the employee. Therefore, it is imperative that the necessary forms (federal and state W-4s, IMRF enrollment, credit union deduction, direct deposit, etc.) be filed by all employees with Human Resources so that the proper deductions may be made from their paychecks.
2. Human Resources will supply the employee with the necessary forms upon initial employment. Subsequent changes in payroll deductions may be made by contacting the Payroll department.

#### **E. Payroll Schedule**

1. Payroll checks/direct deposits are normally distributed to employees on biweekly Fridays.
2. No check will be distributed to anyone other than the employee without written authorization from the employee.

#### **F. Loss of Pay**

1. Loss of pay may be necessary on some occasions. Although District #215 prefers not to have an employee lose any pay, it may be forced to do so if an employee is absent from work and that absence has not been excused.
2. Garnishment of wages through appropriate legal proceedings may also result in loss of pay.

#### **G. Resignation**

Notice of the intention to resign by an employee shall be submitted in written form at least 10 working days prior to termination date.

#### **H. ~~H.~~ Terminal Pay**

To qualify for any of the retirement benefits in this book, an employee must be eligible to retire based on the age and service standards of the Illinois Municipal Retirement Fund (IMRF).

1. An employee who retires, voluntarily resigns, or is dismissed as a result of a reduction in force and who has at least 10 years of full-time service in the District shall receive compensation for his/her accumulated sick leave, less any days of sick leave credited to the IMRF System, at the rate of \$~~45~~50/day.
2. For the duration of this contract, an employee who has completed a minimum of 15 years of IMRF creditable service with District 215 shall receive, irrespective of any salary advancement set forth herein, a six percent salary increase for each of his/her two final years of service. Up to one year's six percent increase will be granted retroactively, if the employee is unable to give notice.

## **I. Discipline & Dismissal**

1. The Superintendent may suspend an employee without pay for up to 10 days from his/her position when, in the judgment of the Superintendent, the employee's conduct is seriously detrimental to the operation of the school system. Any suspension shall generate a formal or written remediation. In the instance of gross misconduct, the Superintendent may recommend that the employee be terminated. The employee shall have the right to appeal any decision to the full Board, however, said appeal must be filed with the Superintendent within 72 hours; said appeal shall not stay the effect of any order issued by the Superintendent. In the event the Board does not sustain the suspension, the employee shall not sustain any loss of wages.
2. The dismissal of an employee shall only be at the recommendation of the Superintendent with the approval of the Board of Education. An employee may request a hearing with the Board on the cause of dismissal within 14 days.
3. Employees found to be using, in possession of, or under the influence of alcohol or drugs while on duty shall be subject to immediate disciplinary action. Repeated infractions by said employee may be cause for dismissal.

## **J. Promotion/Reassignment**

1. Qualifications and past experience of employees shall be considered in all cases of promotion within a job classification.
2. Reassignment of staff does not result in a vacancy and does not require posting of a vacancy.

## **K. Employment Vacancies**

All regular full-time and part-time job vacancies shall be posted at an identified location at each building for three working days before a recommendation to fill the vacancy is made.

#### **L. Employee Records**

1. Complete records for each employee shall be kept ~~in the Administrative Center~~with the Human Resources Department.
2. Each employee shall have reasonable access to his/her own records with the exception of confidential recommendations.

#### **M. Workers Compensation**

An employee injured in the scope of his/her employment shall be required to complete an accident report no later than the third work day following the incident except in cases of emergency waivable by the Superintendent. An employee who has become injured in the scope of his/her employment, causing him/her to lose more than three work days, shall be entitled to temporary total disability (TTD) benefits as determined by the Illinois Workers' Compensation Commission; this benefit (approximately two-thirds of the employee's average weekly wage) can be supplemented by the employee's accumulated sick leave to receive full wages. TTD is not paid for the first three lost work days unless the employee misses 14 or more calendar days due to the injury.

#### **N. Protection & Care of School Property**

It is the duty of each school employee to safeguard and protect school properties in accordance with the School Code of Illinois. Care shall be taken to see that windows and doors are properly secured before leaving the building. ~~Students shall be instructed to respect and have a regard for public property.~~

#### **O. Discipline of Students by Support Staff Employees**

Support staff personnel may take action to stop student acts of violence and vandalism as long as it is done objectively and without malice; however, they cannot administer discipline. In the event the building is closed, local authorities ~~iesy~~ should be notified and a report will be filed with a building administrator.

#### **P. Performance Evaluations**

1. Evaluations of all full-time employees will be conducted annually and in conjunction with developed procedures.
2. Copies of the evaluation will be shared by the supervisor with each employee and placed in the employee's personnel file.
3. Wage increases for the next fiscal year will be contingent upon satisfactory evaluation and recommendation by the employee's supervisor.

**Q. Grievance Procedure**

All employees should adhere to the following grievance procedure(s):

1. Submit the grievance to the employee's immediate supervisor in writing.
2. If the grievance is not settled at Step 1, and the grievance originated in one of the schools, it shall next be referred to the building Principal. If it originated in the Administration Center, it shall next be referred to the Superintendent. If the employee's immediate supervisor is the building Principal, the grievance shall next be referred to the Superintendent. Within five business days, a meeting shall be held with the employee(s), the immediate supervisor, and the Principal or Superintendent.
3. If the grievance is not resolved at Step 2, the matter shall be committed to writing and submitted to the Superintendent, and all parties concerned with the grievance within five school days.
4. If the grievance is not resolved at Step 3, the matter shall be presented to the Board of Education by the Superintendent at the next regular Board of Education meeting.
5. The decision of the Board of Education shall be final. In all cases, the above procedure shall be followed in sequential order.

**R. Safety Procedures**

1. Staff will be provided with a District 215 Administrative Handbook, which includes a general safety policy and procedures manual.
2. Upon request, the immediate supervisor will provide an explanation of the sections of the manual that directly applies to said employee.

**S. Probationary Employees**

A new employee is deemed a probationary employee for three months from the first day worked by the employee. Probationary employees will not accrue vacation until after completion of the probationary period. A probationary employee may be dismissed or disciplined at any time without just cause.

**II. BENEFITS**

**A. Medical/Dental/Vision/Life Insurance**

1. The Board of Education shall offer medical, dental and vision insurance for regularly employed personnel scheduled for at least 30 hours per week and their dependents. ~~Coverage offered and employees' share of the costs shall be the same as for the teachers.~~ The monthly rates shall be as follows:

	<del>2017-2018 and 2018-2019</del> 2020-2021 and 2021-2022		
<u>PLAN</u>	<u>SINGLE</u>	<u>2-PARTY</u>	<u>FAMILY</u>
Medical PPO	\$ <del>165</del> 185.00	n/a	\$ <del>412</del> 452.00
Medical HMO	\$ <del>157</del> 177.00	n/a	\$ <del>385</del> 425.00
Dental PPO High	Cost	Cost	Cost

Dental PPO Low	Cost	Cost	Cost
Vision	Cost	Cost	Cost

2. The Board of Education shall provide \$50,000 in Basic Life and Accidental Death & Dismemberment Insurance for all full-time personnel. Employees shall have the option of purchasing additional life insurance through payroll deduction.
3. Available insurance benefits are as defined by the carrier chosen by the Board of Education. ~~-During the life of this Agreement, the Board shall have the right to change insurance carriers, and/or third-party administrators—~~.
4. The Board of Education shall provide maintenance of benefits by continuing hospital and medical insurance for all retiring employees at their own expense, per Illinois Public Act 86-144400.
5. Employees who choose to decline comprehensive medical insurance benefits will receive \$1,000 annually (as two \$500 payments biannually). This amount will be pro-rated based on the employee adding or dropping coverage during the plan year.

## **B. Leaves of Absence**

~~—1,~~

### ~~—~~ **1. Sick**

- a. At the beginning of each fiscal year, 12 days of sick leave ~~equal in length to the work day specified in the employee's work agreement~~ shall be credited to each full-time employee. The number of days of sick leave credited in the first year of employment shall be pro-rated from the employee's date of employment to June 30 (end of fiscal year).
- b. Unused sick leave day accumulation shall be limited to 360 days.
- c. Sick leave as referred to in this section shall be interpreted to mean personal illness, medical appointment, quarantine at home, or serious illness in the immediate family or with a permanent resident of the household.
- d. For purposes of this section, immediate family shall include: parents, step-parents, spouse, domestic partner, brothers, sisters, children, step-children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians.
- e. If an employee has been absent three or more days because of illness, it may be necessary to have a written release from a physician before returning to work.

## **2. Personal**

- a. Each full-time employee shall be granted three days of personal leave per year for the purpose of attending to matters which require absence during work hours. The number of days credited in the first year of employment shall be pro-rated from the employee's date of employment to June 30 (end of fiscal year).
- b. Notice of intent to take leave shall be made known in writing to his/her supervisor at least one day (except in emergency situations) in advance of the date of the proposed absence.

- c. If this leave is to be used immediately before or after a legal holiday, winter or spring break, within two weeks prior to the opening or closing of school, or for two or more consecutive days, the purpose of the leave shall be made known to the Superintendent and requires his/her approval on a district form at least one day in advance of the date of the proposed leave.
- d. Unused personal leave shall accumulate annually as sick leave days.

### **3. Family and Medical Leave Act (FMLA)**

This leave will be granted under the current terms of the federal Family and Medical Leave Act in effect at the time the request is made. Accumulated sick, personal, and vacation leave will run concurrently with FMLA leave. FMLA leave is granted based on the District's fiscal year, which runs July 1 through June 30.

Specific provisions of the Family and Medical Leave Act (FMLA) are available in District 215 Board Policy 4080 and in the District's employee iVisions portal.

### **4. Bereavement**

Each employee may be granted a leave of absence as needed up to a maximum of five days per occurrence; this is in addition to sick leave and shall be paid at regular rate of pay. Family members shall include: parents, step-parents, spouse, domestic partner, brothers, sisters, children, step-children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians.

### **5. Jury Duty**

Personnel called for Jury Duty shall be paid their regular rate of pay.

### **6. Extended Illness**

When an employee has exhausted all sick, personal, and vacation days, FMLA leave, and days granted from the Administrative [Support](#) Staff Sick Leave Bank, and then has a need for leave because of personal or family illness, the employee must apply for an extended illness leave in order to continue as an employee of the District. Upon receipt of medical evidence satisfactory to the Board, an employee may be granted up to two additional calendar months of unpaid leave. During the period of extended illness leave, the employee shall receive no pay or fringe benefits except that medical insurance can be kept in effect at the expense of the employee on a pre-payment plan. Subsequent leaves of absence shall be granted only upon the recommendation of the Superintendent and approval by the Board of Education. Upon expiration of the final leave of absence, the employee has the option of: returning to work (if able to meet the essential function requirements of the position), retirement, resignation or termination.

## **7. Parent/Child Rearing**

Support staff with at least two continuous years of employment shall be granted parental leave without pay or other benefits subject to the following conditions:

- a. Application for child rearing leave shall be made in writing to the Superintendent at least sixty (60) calendar days before the proposed commencement of such leave.
- b. The staff member and the Superintendent or designee shall mutually determine the commencement and termination of the leave. The leave shall not exceed the balance of the school year in which it commences and one additional school year.
- c. Sick leave shall not be applicable during the period of child rearing leave. Any accumulated sick leave available at the commencement of the leave shall be available to the staff member upon return to active employment in the District.
- d. Any staff member on parental leave shall notify the Superintendent in writing by March 1<sup>st</sup> of his/her intent to return to employment the following school year.
- f. A male qualifying staff member shall be entitled to a child rearing leave of absence. Such leave shall be unpaid and shall be subject to all of the applicable notice and other requirements as set forth in this Article.
- g. An employee granted a leave of absence hereunder shall agree in all cases, as a condition precedent to the granting of such leave, to waive any claim to unemployment compensation. In the event such waiver is not effective, the employee agrees to reimburse the Board for any resultant unemployment compensation costs incurred by the Board.
- h. Upon return to employment from leave, the staff member shall receive an available assignment consistent with his/her preparation, provided that leave status will not exempt the staff member from a reduction in force (RIF). Placement in his/her previous assignment is not guaranteed.

## **8. General**

This leave shall be granted under general leave provisions without salary, without salary advancement, without IMRF, and without all fringe benefits for a maximum of three months. Intent to return to work shall be submitted 30 days prior to leave return date. Failure to do so will result in the termination of employment.

## **C. Tuition Reimbursement**

Reimbursement of actual tuition costs and laboratory fees for successful completion of courses or workshops approved in advance by the Principal and Superintendent/Associate Superintendent shall be the same as for the teachers. This benefit will not be available to new employees until they have successfully completed 90 days of employment.

## **~~D. D.~~ Deferred Compensation / 403(b) Plan**

Upon an employee's written authorization, the Board will deduct money from his/her pay on a regular basis and remit this money to a tax-sheltered annuity program the employee elects. The full-time employee agrees to save and hold harmless the Board from any and all liabilities of the annuity program incurred as a result of this paragraph. It is agreed that any member



of the staff who wishes to participate in such plan shall choose a plan from the current list (available online at ~~www.tsaeg.com~~[www.tsacg.com](http://www.tsacg.com)). Additional plans may be approved if a minimum of five (5) staff members wish to participate.

#### **E. Administrative/Support Staff Sick Leave Bank**

1. Membership is open to all present employees in this classification.
2. New employees must complete one full year of district employment before becoming eligible to enroll.
3. Enrollment will be limited to the month of July each year by written notice of an employee's desire to enroll.
4. Members at the time of enrollment in the Administrative/Support Staff Sick Leave Bank shall have five days deducted from their accumulated sick leave.
5. The Board of Education will contribute four days for each new member to the Administrative/Support Staff Sick Leave Bank.
6. Members dropping voluntarily from the Administrative/Support Staff Sick Leave Bank or terminating employment shall not be returned their contribution(s).
7. Participating members may be assessed additional days to replenish the Administrative/Support Staff Sick Leave Bank.
8. Written application to withdraw sick leave shall be made to the Superintendent, who will bring the request to the Board of Education. The Board's decision shall be final and given in writing to the applicant.

Human Resources will maintain all records on the Administrative/Support Staff Sick Leave Bank.

### **III. ADMINISTRATIVE SUPPORT STAFF, CHEFS, & SOUS-CHEFS**

#### **A. Work Hours & Days**

1. Administrative Support Staff, as defined in Board Policy 2111, are hired at will.
2. Administrative Support Staff, Chefs, and Sous-Chefs -shall ~~work be scheduled to work~~ an eight-hour day, 40 hours per week, with a 30-minute lunch period and two 15-minute breaks to be included. With consent of the immediate supervisor, employees may take a one hour lunch period if he/she surrenders his/her breaks.
3. During summer break, the administrative offices of the Board and the buildings will be open from 7:00 a.m. to 4:30 p.m. Monday through Thursday. ~~Employees-Administrative Support Staff and Chefs~~ may choose to work either one of the following schedules:
  - a. Monday through Thursday from 7:30 a.m. to 4:00 p.m., with a 30-minute lunch (or two 15-minute breaks), and be charged with four hours of leave (vacation or personal) for each Friday; OR
  - b. Monday through Thursday from 7:00 a.m. to 4:30 p.m., with a 30-minute lunch (or two 15-minute breaks), -and not be charged leave for each Friday; OR-

c. Monday through Thursday from 8:00 a.m. – 4:00 p.m., with a 30-minute lunch and two 15-minute breaks (or a one-hour lunch with supervisor approval), and be charged with one day of leave (vacation or personal) for each Friday closed.

The summer hours shall constitute a normal 40-hour work week.

4. Employees may request a change in scheduled work hours or assigned work with the knowledge and consent of their immediate supervisor.
5. In the event the district closes for inclement weather or other emergency purposes, employees will have the following options:
  - a. Use accrued, paid leave (i.e. vacation or personal leave) to be paid for the day;
  - b. Make up the lost time on another date(s) as allowed by district administration;
  - c. Loss of wages.
6. An employee who must be absent due to sickness or other cause shall report such absence to his/her immediate supervisor. This report should be made as early as possible so that the employee's supervisor can attempt to arrange for coverage of the assignment.

## **B. Salary**

1. The starting wage for Administrative Support Staff, Chefs, and Sous-Chefs will be determined at the time of hire.
2. An employee who has experience or training which makes him/her more valuable than an inexperienced employee may be started at a higher hourly rate based on the recommendation of the Superintendent and the approval of the Board of Education.
3. Employees must work at least 90 school days in order to receive their annual salary increase the following year.
4. Effective July 1, 2020 and July 1, 2021, employees will receive a wage increase of four percent.
5. Overtime pay for non-FLSA exempt employees shall be paid at a rate of one and one-half (1½) times the regular hourly wage for hours worked in excess of forty hours per work week.
6. Overtime pay immediately before or immediately after a regular shift shall be no less than one-half hour. Overtime performed at a time other than immediately before or immediately after a regular shift shall be no less than two hours.
7. The District reserves the right to dock employees for reporting late to work; leaving work early; or any other working situation resulting in a work week of less than 40 hours.
8. A Sous-Chef who substitutes for a Chef will be paid a premium of \$5 per hour in addition to his/her regular hourly wage. This provision will only be granted if the work or supervision lasts for one day or more. Prior approval by the Principal is required.

## **C. Sick Bank**

- ~~1. Membership is open to all present employees in this classification.~~
- ~~2. New employees must complete one full year of district employment before becoming eligible to enroll.~~
- ~~3. Enrollment will be limited to the month of July each year by written notice of an employee's desire to enroll.~~
- ~~4. Members at the time of enrollment in the Sick Bank shall have five days deducted from their accumulated sick leave.~~
- ~~5. The Board of Education will contribute four days for each new member to the Sick Bank.~~

~~6. Members dropping voluntarily from the Sick Bank or terminating employment shall not be returned their contribution(s).~~

~~7. Participating members may be assessed additional days to replenish the Sick Bank.~~

~~8. Written application to withdraw sick leave shall be made to the Superintendent, who will bring the request to the Board of Education. The Board's decision shall be final and given in writing to the applicant.~~

~~9. Human Resources will maintain all records on the Administrative Sick Bank.~~

**C. Vacation**

1. Administrative Support Staff and Chefs earn vacation. Vacation accrued the first year of employment shall be pro-rated from the employee's date of employment to the end of the fiscal Year (June 30<sup>th</sup>). Thereafter, vacation time shall be accrued from July 1<sup>st</sup> through the following June 30<sup>th</sup> (fiscal year). If a person is hired on or prior to the fifteenth (15<sup>th</sup>) of the month, he/she shall be credited with a full month's earned vacation. If a person is hired after the fifteenth (15<sup>th</sup>) of the month, he/she shall not earn vacation for that fractional portion of the month that remains.
2. In the second and subsequent years of employment, a rounding technique shall be used to credit vacation earned. The technique shall be as follows:
  - a. If an employee has worked one half of his/her contractual work year plus one day, the employee shall advance to the next step on the vacation schedule.
  - b. If the employee has not worked one half of his/her contractual work year plus one day, then the employee shall remain on the same step of the vacation schedule during the succeeding year.
  - c. If an employee spent a portion of a school calendar year on an extended, unpaid leave of absence, he/she will not receive fringe benefits and will not accrue vacation time for the time spent on leave.
3. All employees will be required to use vacation to be compensated when the district closes for winter break and spring break; all other vacation schedule requests shall be subject to administrative approval.
4. Vacation will be accrued bi-weekly for the first four months of the fiscal year and shall be taken in the year in which the credit is earned. A maximum of five unused days of vacation may be carried over from one fiscal year to the next.
5. Twelve-month employees shall be granted a vacation allowance according to the following schedule\*:

Year 1	12 days
Year 2	13 days
Year 3	14 days
Year 4	15 days
Year 5	16 days
Year 6	17 days

Year 7	18 days
Year 8	19 days
Year 9	20 days
Year 10	21 days
Year 11+	22 days

\*An employee who ~~has~~ earned between ~~twenty one (2123)~~ and ~~twenty five (2527)~~ vacation days prior to ~~2011~~ 2020 will ~~be granted two additional days of vacation in 2017 and will~~ continue to earn the same number of vacation days each year.

6. Upon resignation, reduction-in-force, or retirement, employees shall receive payment for accrued vacation days at the employee's regular hourly rate of pay.
7. Vacation time may not be extended by use of personal leave unless approved in writing and in advance by the Superintendent or designee.

## D. Holidays

### ~~D. Holidays~~

Full-time, 12-month employees shall have the following paid holidays:

- |  |                            |
|--|----------------------------|
| 1. New Year's Day                        | 9. Columbus Day            |
| 2. Martin Luther King Day                | 10. Veteran's Day*         |
| 3. President's Day / Lincoln's Birthday* | 11. Thanksgiving           |
| 4. Casimir Pulaski Day                   | 12. Day after Thanksgiving |
| 5. Friday preceding Easter               | 13. Christmas Eve**        |
| 6. Memorial Day                          | 14. Christmas Day**        |
| 7. Independence Day*                     | 15. New Year's Eve         |
| 8. Labor Day                             |                            |

\*When Veteran's Day and/or President's Day/Lincoln's Birthday falls on the weekend and the school calendar is not affected, employees will not receive a paid holiday.

If a holiday falls on a Saturday, the holiday will be celebrated on Friday. If a holiday falls on a Sunday, the holiday will be celebrated on Monday. When Independence Day falls on a Friday or Saturday, it will be celebrated on Thursday. If a holiday falls within a vacation period, the employee shall be paid for that day and it will not count as part of his/her vacation time.

~~V. BUILDING FOREMEN, CUSTODIAL SUPERVISORS,~~  
V. MAINTENANCE WORKERS & GROUNDSKEEPERS

## A. Work Hours & Days

~~1. The work week begins at 12:00 a.m. Monday and ends the following Sunday at 11:59 p.m.~~

~~2-1.~~ There will be a three regular work shifts – 1<sup>st</sup> first, 2<sup>nd</sup> second, and 3<sup>rd</sup> third work shift as well as a flexible shift when necessary. Each A regular shift consists of eight hours with beginning and end times to be determined by the Director of Facilities, the Building Foreman, and the Superintendent. Any deviations from an employee's normal shift must be approved by the Director of Facilities, the Building Foreman, and the Principal.

~~3-2.~~ If during summer break, winter break, or spring break it is necessary to amend the staffing levels of a shift at a building, volunteers shall first be sought. If the number of volunteers exceeds the number of positions, positions shall be filled by seniority. If an employee volunteers to change shifts, the employee shall forfeit any pay differential. If the Board enforces a mandatory change in shift, the employee shall suffer no loss in pay. A mandatory change in shift shall be filled by inverse seniority.

~~4-3.~~ Each full-time employee shall be scheduled to work an eight-hour day, 40 hours per week, with a daily 30-minute lunch period and two 15-minute breaks to be included. With consent of the immediate supervisor, employees may take a one hour lunch period if he/she surrenders his/her breaks. A ten-hour day schedule may be offered by the Director of Facilities and/or Building Foreman if it is logistically feasible.

~~5.4.~~ In order to promote security of the buildings and to provide the business office with accurate information, all hourly employees must swipe/clock in at the start of each shift and swipe/clock out at the end of each shift. Employees shall not swipe a card for anyone other than him/herself. Breaking of this rule shall be deemed cause for dismissal.

~~6. Employees will work over Thanksgiving, Winter, and Spring Break unless vacation time is approved by the employee's supervisor. Employees working these paid holidays shall receive holiday pay in addition to overtime pay.~~

## B. Salary

1. The starting wage for maintenance workers/groundskeepers is as follows:  
\$21.00/hour (base);  
\$0.50/hour (afternoon shift differential).
2. An employee who has experience or training which makes him/her more valuable than an inexperienced employee may be started at a higher hourly rate based on the recommendation of the Superintendent and the approval of the Board of Education.
3. Employees must work at least 90 school days in order to receive their annual salary increase the following year.
4. Effective July 1, ~~2017-2020~~ and ~~each July 1<sup>st</sup> for the duration of this agreement~~ July 1, 2021, employees ~~(with an annual salary less than \$65,000) will receive a wage increase of five percent~~ Employees currently earning less than \$21.00/hour will receive the new starting rate plus the five percent increase. Employees with an annual salary of \$65,000 or greater will receive a wage increase of ~~three~~ four percent.
5. Overtime pay shall be paid at a rate of one and one-half (1½) times the regular hourly wage for hours worked (excluding lunch) in excess of eight (8) hours per day or ~~forty~~ 40 hours per ~~work~~ week.
6. Overtime pay immediately before or immediately after a regular shift shall be no less than one-half hour. Overtime performed at a time other than immediately before or immediately after a regular shift shall be no less than two hours. Formal discipline will be assigned for excessive tardiness.
7. Overtime hours shall be distributed as equitable as possible among the available employees based on seniority. For project work that can be performed by current staff in lieu of contractors/vendors, overtime hours may be assigned at the discretion of the Director of Facilities and/or Building Foreman.
8. The District reserves the right to dock ~~the employees~~ s for reporting late to work; leaving work early; or any other working situation resulting in a work week less than 40 hours. ~~The amount of the dock will be based on the hourly rate times the incremental amount of time missed in 15 minute increments.~~
9. An employee who substitutes for a Building Foreman will be paid a premium of \$6 per hour, and an employee who substitutes for a Custodial Supervisor will be paid a premium of ~~\$6-4~~ per hour in addition to his/her regular hourly wage. This provision will only be granted if the work or supervision lasts for at least ~~three~~ four consecutive hours. Prior approval by the Principal is required.
10. An employee who substitutes for an absent employee on a different shift will not receive a decrease in hourly wages.

### C. Uniforms

1. Employees are expected to wear a District-issued/approved uniform unless otherwise instructed by his/her immediate supervisor. Formal discipline will be assigned for repeatedly violating this policy.

~~1-2.~~ 2. New employees will be issued three complete uniforms upon hire, and continuing employees may return one or two uniforms to their immediate supervisor as an even exchange for a new uniform(s) in each fiscal year at no cost to the employee. Each employee shall be responsible for cleaning and maintaining the uniforms, which shall be the property of the Employer. Uniforms must be returned to the immediate supervisor upon resignation, retirement, reassignment, or termination of employment. Rain suits will be provided at each building.

~~2-3.~~ 3. Additional protective and safety items will be provided as required. Issuance of such equipment will be noted and the employee will be expected to wear the protective clothing and/or equipment when performing the operations that necessitate the items. Employees are responsible for using required protective clothing and/or equipment when operating safety equipment.

### D. Line of Authority

1. The Director of Facilities, the Building Foreman, and the Custodial Supervisor have direct authority over maintenance employees. This authority includes the responsibility for scheduling and assigning work; supervision of scheduled work and jobs; and evaluation of scheduled work and jobs.
2. The organizational structure and line of authority may be revised by the administration to improve the delivery system of the maintenance services.

### E. Vacation

1. Vacation accrued the first year of employment shall be pro-rated from the employee's date of employment to the end of the fiscal Year (June 30<sup>th</sup>). Thereafter, vacation time shall be accrued from July 1<sup>st</sup> through the following June 30<sup>th</sup> (fiscal year). If a person is hired on or prior to the fifteenth (15<sup>th</sup>) of the month, he/she shall be credited with a full month's earned vacation. If a person is hired after the fifteenth (15<sup>th</sup>) of the month, he/she shall not earn vacation for that fractional portion of the month that remains.
2. In the second and subsequent years of employment, a rounding technique shall be used to credit vacation earned. The technique shall be as follows:
  - a. If an employee has worked one half of his/her contractual work year plus one day, the employee shall advance to the next step on the vacation schedule.
  - b. If the employee has not worked one half of his/her contractual work year plus one day, then the employee shall remain on the same step of the vacation schedule during the succeeding year.
  - c. If an employee spent a portion of a school calendar year on an extended, unpaid leave of absence, he/she will not receive fringe benefits and will not accrue vacation time for the time spent on leave.

3. All vacation schedule requests shall be subject to administrative approval.
4. Vacation will be accrued bi-weekly for the first four months of the fiscal year and shall be taken in the year in which the credit is earned A maximum of five unused days of vacation may be carried over from one fiscal year to the next.



~~4.~~

5. Twelve-month employees shall be granted a vacation allowance according to the following schedule\*:

Year 1	12 days
Year 2	13 days
Year 3	14 days
Year 4	15 days
Year 5	16 days
Year 6	17 days

Year 7	18 days
Year 8	19 days
Year 9	20 days
Year 10	21 days
Year 11+	22 days

\*An employee who ~~has~~ earned between ~~twenty one (2123)~~ and ~~twenty five (2527)~~ vacation days prior to ~~2011~~ ~~2020 will be granted two additional days of vacation in 2017 and~~ will continue to earn the same number of vacation days each year.

6. Upon resignation, reduction-in-force, or retirement, employees shall receive credit for accrued vacation days payable at the employee's regular hourly rate of pay.
7. Vacation time may not be extended by use of personal leave unless approved in writing and in advance by the Superintendent or designee.

## F. Holidays

Full-time, twelve-month employees shall have the following paid holidays:

1. New Year's Day
2. Martin Luther King Day
3. President's Day/Lincoln's Birthday\*
4. Casimir Pulaski Day
5. Friday preceding Easter
6. Memorial Day
7. Independence Day
8. Labor Day
9. Columbus Day
10. Veteran's Day\*
11. Thanksgiving
12. Day after Thanksgiving
13. Christmas Eve\*\*
14. Christmas Day\*\*
15. New Year's Eve

\*When Veteran's Day and/or President's Day/Lincoln's Birthday falls on the weekend and the school calendar is not affected, employees will not receive a paid holiday.

If a holiday falls on a Saturday, the holiday will be celebrated on Friday. If a holiday falls on a Sunday, the holiday will be celebrated on Monday. If a holiday falls within a vacation period, the employee shall be paid for that day and it will not count as part of his/her vacation time.


Employees working on paid holidays shall receive holiday pay in addition to overtime pay.



## Memorandum

To: Dr. Teresa A. Lance  
Superintendent

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From: Mike Fies   
Assistant Superintendent of Teaching & Learning

Date: June 9, 2020

Subject: Consolidated District Plan

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As required by the Illinois State Board of Education, the following motion must be voted on by the District 215 Board of Education:

**Motion:**

*The Board of Education approves the Thornton Fractional Township High School District 215 Consolidated District Plan as required by the Illinois State Board of Education.*



**Thornton Fractional**  
**HIGH SCHOOL DISTRICT 215**  
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

**Consolidated District Plan**  
**FY 2020-2021**

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## **I. Student Achievement and Timely Graduation**

**Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.\***

- Goal 1: The percentage of students meeting and/or exceeding on both benchmarks (EBRW and Math) for the 2020-21 SAT will increase by 3%.
- Goal 2: By June 2021, at least 90% of District 215 - 12th grade students will successfully meet graduation requirements.
- Goal 3: District 215 will increase the number of Advanced Placement offerings by 25% over the 2018-19 school year.
- Goal 4: By June 2021, 80% of District 215 teachers will attend professional development sessions in one of the following areas: Increasing Student Voice, Unpacking Standards, Checks for Understanding, Learning Progressions, Social-Emotional Learning, Culturally Responsive Practices, Gradual Release and/or Differentiation.
- Goal 5: District 215 will provide a minimum of 6 events for students, families and community members to attend as a means to increase engagement.
- Goal 6: District 215 will train certified teachers in the SAMR model in order to support the design, development and infusion of digital learning in the classroom.

### **1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).\***

District 215 is a comprehensive high school district with graduation requirements that exceed the Illinois state-imposed requirements for graduation. The district requires that a student successfully completes 23 credits for graduation during full-time attendance. These credit requirements consist of four years of English, three years of Social Studies and Math, two years of Science, four years of PE or Health, and a combination of electives. Elective choices include offerings in Art, CTE, English, Foreign Language, Music and Social Studies. To meet the needs of all students, courses are offered at a variety of levels including instructional, co-taught, College Preparatory, Honors and Advanced Placement. In addition, English Learners benefit from an ELL course, bilingual courses, sheltered instruction and additional assistance outside the classroom.

In the fall of 2018, District 215 partnered with Curriculum Management Systems Incorporated (CMSi) to conduct a comprehensive review of District 215 curriculum framework documents and policies. The purpose was to reveal the extent to which officials and professional staff of the District have developed and implemented a sound, valid, and operational system of curriculum management. The program-specific Curriculum Audit was an intensive review of the design, delivery, and alignment of curriculum documents and accompanying assessment documents. CMSi conducted an on-site review which included the completion of 176 parent surveys, 141 teacher surveys, and personal interviews of stakeholders including board members, district administrators, building administrators, teachers, and parents. Furthermore, alignment documents were evaluated for the following 5 components: Outcomes, Assessment, Prerequisites/Scope and Sequence Across Grades/Courses, Resources, and Strategies. In addition, Board and District policies were reviewed and 49 classroom visits were conducted.

Currently District 215 is using the 4 major findings to drive the development and implementation of a new curriculum to meet the academic needs of all students.

- Finding 1: Students were mostly listening to teachers and working on low level Depth of Knowledge (DOK) work.
- Finding 2: District 215 students are lagging behind the state averages on high stakes testing. Also, a gap exists among African-American and Hispanic students' success rate on high stakes tests.
- Finding 3: Lack of coordinated plans, due to the lack of policy development has contributed to fragmentation within the District.
- Finding 4: Equity, providing additional resources to students who are not performing on level with their peers, is a factor.

African-American students represent two thirds of the student population and this group is underrepresented in both honors and Advanced Placement courses.

To address these deficiencies, District 215 has embarked on a complete curriculum re-write. A cohort team, consisting of administrators and educators, attended a week long training with CMSi that focused on the following:

- Reviewing the audit results and recommendations
- Establishing the foundation for the curriculum including cultural capital and deep alignment concepts
- Understanding the importance of curriculum design to support delivery
- Developing a framework for curriculum, which emphasizes clarity in regard to student engagement and instruction as well as a Mastery Learning Model and Unit design and development

Training for Cohort 1 was completed in June 2019. Training for Cohort 2 took place in November 2019. Cohort 2 courses include: Earth Science, English 12, Economics, Government, Geometry and World Languages. Part II of training for Cohort 2 will occur in June. Cohort 3 will begin training in 2021.

Additionally, district and building administrators continue to conduct ongoing classroom visits and collect data with a laser focus on the learning objective, student tasks, and whether or not the two are aligned. Emphasis is placed on Student Voice, Depth of Knowledge, and Checks for Understanding. Data collected drives Systemic Professional Development, which allows the opportunity for differentiation based on staff needs. Past sessions have focused on the following topics: Cultural Bias, Writing Objectives, and Student Discussion Strategies. Furthermore, District 215 has partnered with Dr. Nicole Law, Innovative Learning by Design, Savanna Flakes, Inclusion for a Better Future, and Equal Opportunity Schools. Through these entities, on-site coaching is provided in the areas of Student Voice, Depth of Knowledge, Increasing Rigor in the Classroom, Specially Designed Instruction, Effective Co-Teaching Models, and Ensuring Equal Access of Minority Students to Advanced Placement courses.

**2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.\* Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]**

District 215 utilizes the following criteria for students at risk of failure:

1. 8th Grade PSAT Assessment Scores in core content areas
2. Feeder School Articulation Meetings to assist identification of incoming 9th grade students

3. RAPID Lexia Reading Diagnostic Assessment
4. Local Assessment Testing Scores which support College Readiness Levels (ACT or SAT) to identify students' academic strengths and weaknesses
5. MTSS Program which focuses on running 3-week failure reports to identify struggling students and enroll them in an academic support program
6. 9th and 12th grade on track data reports
7. Monthly Attendance and Discipline reports
8. Counselor/ dean referrals from teachers

**3. Describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic and language standards. This includes a description of any additional educational assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.\***

District 215 has established the following Multi-Tiered System of Support (MTSS) programs in order to help individual students meet State academic standards:

- A course to strengthen literacy skill: Students identified as needing reading assistance are enrolled in a Success Seminar course. The course is tiered for comprehension and fluency.
- Co-taught classes: Students with IEPs are enrolled in co-taught courses for science, English, math, and social studies. Teachers implement Specially Designed Instruction (SDI) for students with an IEP.
- Supports and Interventions are integrated in the new curricula units.
- Homework Center: Students attend homework center and receive tutorial help from certified staff members for academic assistance in classes. Extra assistance for Limited English Proficient students as well as students with IEPs is provided.
- Extended Library hours: The library is open before and/or after school to provide students with a safe and conducive learning environment in order to complete homework assignments, make up tests, complete college applications, and have computer access.
- Extended time math courses in algebra and geometry: Students are enrolled in these extended time math courses to ensure exposure to the required math standards and for the remediation and continued strengthening of math skills. Computer-based math learning opportunities are utilized.
- Lunch time Tutoring: Certified staff members, paraprofessionals, and students are available to assist students who might be struggling in any academic area.
- Credit Recovery: An extensive after-school and Saturday program has been established in order to help credit-deficient students get back on track academically in order to meet graduation requirements.
- Summer Bridge Transitional Summer Academy: Identified incoming 9th grade students are enrolled in a Math/Literacy Summer Program which runs in July and August.
- Mentoring Groups: Formal and informal groupings are established to assist students academically, socially, and emotionally.



- SAT prep sessions: These sessions include practice exams in order to identify areas of deficiency. After analyzing the data, individualized tutoring sessions are implemented.
- Developmental Guidance Instruction which focuses on meeting with students who are off-track and need academic assistance
- English learners are enrolled in bilingual, co-taught and/ or sheltered-instruction courses with certified staff.
- Alternative Learning Program for identified students. This program utilizes a web-based learning platform to support academic, social and emotional lessons.

**4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.\***

District 215 has developed and continues to focus on a variety of instructional and educational strategies to strengthen academic programs and improve school conditions for student learning. Areas of focus include standards-aligned objectives and task alignment, language objectives, gradual release of responsibility, depth of knowledge, checks for understanding, culturally-responsive teaching, student voice, effective co-teaching models, specially designed instruction and the utilization of technology to transform teaching and learning. Regular classroom visits by building and district administrators, as well as on-site coaching partnerships and professional development opportunities, aid in monitoring and strengthening implementation of strategies.

To further strengthen academic programs and improve school conditions for student learning, students are expected to complete summer work to strengthen their skills in the areas of reading and math. For example, the Summer Bridge program for incoming freshmen exists to help students strengthen algebra skills and enhance literacy skills. Students attend Summer School in an effort to recover course credit and to enhance academic skills. During the school year, an SAT prep course is offered to 11th grade students. This course individualizes instruction for students based on a pre-assessment, as well as focuses on test-taking strategies.

The following enhance post-secondary success for our students:

- Dual-credit opportunities, which allow students to earn college credit while enrolling in specific high school courses such as Microsoft Office, Engineering, TV Production, and Construction
- College Step-Up program, which allows students to enroll in courses at South Suburban College and earn transferable college credit
- College Preparatory Math Course, which was articulated with South Suburban College and provides students an opportunity to immediately enroll in a credit-bearing math course at SSC with no need for remedial coursework
- Increased opportunity to enroll in an AP course, as well as sit for the exam, through: A partnership with Equal Opportunity Schools to ensure equal access to AP courses for minority students has been established. The addition of 6 new Advanced Placement Courses to our current offerings (AP Music Theory, AP Human Geography, AP Statistics, AP Computer Science Principles, AP Biology, and AP Spanish Literature)

Additionally, with regards to our English Learner program, D215 is focusing on incorporating language objectives and emphasizing academic vocabulary development within core courses. Teachers have been trained in the components of Sheltered Instruction Observation Protocol Model (SIOP). Furthermore, the district has partnered with Dr. Nicole Law who will be supporting implementation of English Learner language objectives.

**5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.\*\***

All District 215 certified staff members are certified in the content areas in which they teach. Furthermore, all teachers (on and off cycle) receive multiple informal observations, which include a formalized feedback form. Any teacher that is at risk of a needs improvement in any area meets with building administration to discuss this area further and develop a plan for improvement. District 215 utilizes a customized version of the Charlotte Danielson model for certified staff in evaluations. Specific professional development is offered in the areas of questioning and discussion and student voice. Each year, the Deans' Office and/or building administration offers professional development in the areas of classroom environment (establishing rapport, developing a positive classroom climate, classroom management). All new teachers to District 215 participate in a two-day orientation prior to the start of the school year and attend monthly meetings during the school year to ensure academic expectations are clear. In addition, all second year teachers participate in a one day orientation prior to the start of the school year to continue professional development in regards to our SIP initiatives. All evaluators discuss the Type 3 assessment with certified staff members to address any disparities. Administration runs academic reports, which identify students who are struggling in class and meet with teachers who have those students in class. A collaborative culture exists, which allows teachers to meet monthly and analyze student progress within their content areas and discuss strategies for improvement. Furthermore, District 215 has developed a Systemic Professional Development series which provides teachers an opportunity to select sessions that build their capacity to better meet the needs of our students.

**6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement.\*\***

The district ensures that all librarians are certified and have the necessary qualifications and endorsements to be school library media specialists. This allows our librarians to interact with students in developing digital literacy skills.

In order to provide the best in online databases to its students, District 215 provides the financial resources and allows the autonomy of its media specialists to stay informed of and subscribe to online databases that are both user-friendly and will be used later in higher education. Moreover, the media specialists provide interactive and hands-on instruction to students regarding how to use the databases and other online resources in a discerning manner, teaching them to make informed decisions about the materials they access.

The district supports flexible scheduling in its media centers. Flexible scheduling has been shown in multiple studies to increase both student and teacher access to the library and its resources.

**7. Describe how the district will identify and serve gifted and talented students by using objective criteria.\*\***

In order to identify and serve gifted and talented students, District 215 begins the identification process through the administration of college readiness assessments (PSAT/SAT Suite), which begins with the students' 8th grade year. There is articulation with feeder schools which includes individual student performance feedback from the 8th grade core content instructors on this placement. Once identified, students are enrolled in Honors and AP level courses. Additionally, AP Potential Reports are utilized to increase enrollment opportunities. District 215 is also committed to increasing enrollment in the gifted programs through other methods which include a partnership with Equal Opportunity Schools, teacher recommendations, summer enrichment courses (some with the local community college), writing samples and parent input. Also, throughout a student's tenure in the district, counselors and teachers recruit and encourage students to enroll in these courses.

Gifted and talented students can enroll in the following curriculum course offerings: Honors English 9, Honors English 10, Honors English 11, Honors Spanish IV, Honors French IV, Honors World History, Honors US History, Honors Economics and Honors Government, Honors Biology, Honors Chemistry, Honors Physics, Honors Algebra I, Honors Geometry, Honors Algebra II, and Honors Pre-Calculus. In addition, the following Advanced Placement courses are offered: AP Literature, AP Language and Composition, AP Spanish Language, AP Spanish Literature, AP Human Geography, AP US History, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Calculus AB, AP Statistics, AP Music Theory, and AP Computer Science Principles. District 215 also offers a College Step-Up Program through a partnership with South Suburban College, which allows students to take courses on the college campus and earn college credit.

## II. College and Career Readiness

Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must be selected.

- Goal 1: The percentage of students meeting and/or exceeding on both benchmarks (EBRW and Math) for the 2020-21 SAT will increase by 3%.
- Goal 2: By June 2021, at least 90% of District 215 - 12th grade students will successfully meet graduation requirements.
- Goal 3: District 215 will increase the number of Advanced Placement offerings by 25% over the 2018-19 school year.
- Goal 4: By June 2021, 80% of District 215 teachers will attend professional development sessions in one of the following areas: Increasing Student Voice, Unpacking Standards, Checks for Understanding, Learning Progressions, Social-Emotional Learning, Culturally Responsive Practices, Gradual Release and/or Differentiation.
- Goal 5: District 215 will provide a minimum of 6 events for students, families and community members to attend as a means to increase engagement.
- Goal 6: District 215 will train certified teachers in the SAMR model in order to support the design, development and infusion of digital learning in the classroom.

**1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:\* [1] i. Coordination with institutions of higher education, employers, and other local partners;\* and ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.\***

District 215 has an established articulation process with our six feeder school districts. This process includes Superintendents meeting regularly, District/School level Curriculum Directors, High School administrators/teachers and feeder school teachers for content area articulation, on-site assessments for Algebra and Spanish proficiency, on-site PSAT 8 assessments as well as follow-up meetings regarding results. Additionally, teachers/coaches/sponsors do on-site visits to promote clubs, sports, activities, as well as give an introduction to high school and assist in the transition to high school. The Guidance Department hosts 8th grade open house, which promote parent and incoming student transition to the high school. The District offers a Summer Academy transitional program for incoming 9th grade students. This program runs before the start of the school year to help strengthen literacy and math skills as well as give students an orientation to our facilities, staff, and the rigor of high school. District 215 has a formalized partnership with South Suburban College to offer students Dual Credit classes as well as to take classes on the college campus through our Step-Up program. The Guidance Department uses Naviance to help students set goals, explore interests, and develop a post-secondary plan. The District hosts on-site college admission workshops, a College Social Night, financial aid nights, financial aid workshops, and on-site college representatives. Our schools organize annual field trips to participate in college fairs such as HBCU (Historically

Black College and Universities), Infinite Scholars, the National Hispanic Spring College and Career Fair, and the Chicago National College Fair by IASAC.

**2. If applicable, describe the district's support for programs that coordinate and integrate the following:\* [2]**

**Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

District 215 has a growing Career and Technical Education program; which enables students to obtain college credit, earn career/technical certifications and work with current industry standards:

**A. Academic and Career and Technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;**

Dual College Credit can be earned with the following CTE courses:

- Accounting
- Business Writing & Technical Concepts
- Microsoft Office Technology
- Building Construction 2
- TV Production 2
- Engineering 2

Industry Certifications can be earned in the following CTE courses:

- Microsoft Office Specialist Certifications - Business Writing & Technical Writing; Microsoft Office Technology, Accounting, Work Programs
- Solidworks Certification - Engineering 2
- Sanitation Certification - Culinary Arts
- Coding Certification Badges via Treehouse - Coding, Web & App Design

Hands-on Learning Opportunities:

- World of Wheels - Collision Repair and Automotive Technology
- Student Run Daycare - Childcare Practicum
- Skills USA competition
- South Suburban College Video Competition - TV Production
- Chicago Architectural Tours - Engineering
- Industry Recognized Software - Microsoft Office Suite, QuickBooks, ArchiCAD, Solidworks, and Coding Languages such as JAVA, Python, Ruby, etc.
- Trade Show - All CTE areas

**B. Work - based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.**

- D215 work based programs include: Interrelated Cooperative Education (ICE) and Career-to-Work Training (CWT).
- Each Work Program, ICE & CWT is a two-credit program: one credit for classroom preparation (ICE/CWT Class); one credit for work or volunteer experience (ICE/CWT Job); both designed to prepare students for the world of work.
- Experience is gained through employment, job shadows, volunteer service, and meaningful field trips and/or industrial professional guest speakers that are related to animated classroom discussions, projects, and presentations.
- Extensive instruction is given to create cover letters, resumes, references, electronic portfolios, and financial literacy. Students will receive the necessary tools to generate & practice successful interviewing strategies during our Mock Interviews with industry professionals,
- use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances.
- Students are also provided the opportunity to earn their Microsoft Office Certifications throughout the school year.
- If a student is unable to fit the yearlong work program into their schedule, they can enroll in the course Professional Development for the 21st Century, which is a semester version of the ICE Class.

### **III. Professional Development - Highly Prepared and Effective Teachers and School Leaders**

#### **District Goal(s):**

- Goal 3: District 215 will increase the number of Advanced Placement offerings by 25% over the 2018-19 school year.
- Goal 4: By June 2021, 80% of District 215 teachers will attend professional development sessions in one of the following areas: Increasing Student Voice, Unpacking Standards, Checks for Understanding, Learning Progressions, Social-Emotional Learning, Culturally Responsive Practices, Gradual Release and/or Differentiation.
- Goal 6: District 215 will train certified teachers in the SAMR model in order to support the design, development and infusion of digital learning in the classroom.

#### **Program and Description**

- District 215 offers Professional Development sessions focusing on standards-aligned objectives and task alignment, gradual release of responsibility, depth of knowledge, checks for understanding, culturally responsive teaching, student voice, effective co-teaching models, specially designed instruction, Sheltered Instruction Observation Protocol (SIOP), ALICE training, professional learning communities, differentiated instruction, strategies for inclusion of all and the utilization of technology to transform teaching and learning. District 215 has embarked on a complete curriculum re-write, which encompasses training with outside partners. In addition, District 215 is committed to supporting Advanced Placement training for certified staff members.
- District 215 offers orientation at the start of the year and ongoing professional development to new teachers in their first and second year. During the 19-20 school year, we offered a robust, differentiated Systemic Professional Development program to all staff. Sessions focused on culturally responsive teaching practices, questioning and discussion techniques, standards-aligned objective and task alignment, gradual release of responsibility, Adverse Childhood Experiences, strategies for teaching English learners, and instructional technology. In addition, District 215 supported certified staff members in attending Advanced Placement training sessions.
- District 215 provides staff opportunities to participate in professional development sessions focusing on strategies for teaching English learners, including those that build teacher capacity to implement the Sheltered Instruction Observation Protocol. Additionally, the district partnered with Dr. N. Law to provide on-site training for English Learner teachers focusing on language objectives and effective teaching strategies.
- District 215 offers professional development sessions focusing on standards-aligned objectives and task alignment, gradual release of responsibility, depth of knowledge, checks for understanding, culturally-responsive teaching, student voice, effective co-teaching models, specially designed instruction, Sheltered Instruction Observation Protocol, ALICE training, professional learning communities, differentiated instruction, strategies for inclusion of all and the utilization of technology to transform teaching and learning. District 215 has embarked on a complete curriculum re-write, which encompasses training with outside partners. In addition, District 215 is committed to supporting Advanced Placement training for certified staff members.

#### **IV. Safe and Healthy Learning Environment**

##### **District Goal(s):**

- Goal 4: By June 2021, 80% of District 215 teachers will attend professional development sessions in one of the following areas: Increasing Student Voice, Unpacking Standards, Checks for Understanding, Learning Progressions, Social-Emotional Learning, Culturally Responsive Practices, Gradual Release and/or Differentiation.
- Goal 5: District 215 will provide a minimum of 6 events for students, families and community members to attend as a means to increase engagement.

##### **1. Describe the process through which the districts will:\***

- i. reduce incidences of bullying and harassment
- ii. reduce the overuse of discipline practices that remove students from the classroom [1]
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student.

In compliance with Senate Bill 100, District 215 revised the discipline process to provide leveled interventions based on infractions. This encompasses a progressive discipline plan that relies heavily on interventions that keep students in the classroom and reduces out of school suspensions. To support academic achievement and meet State academic standards for all students, strategies have been implemented that minimize the loss of instructional time while implementing interventions that support the best pedagogical strategies for socio-emotional wellness. In an effort to support this initiative, staff development focused on restorative justice practices such as peace circles and peer mediation and a series of workshops on cultural sensitivity. As a means to monitor implementation of this revised initiative, monthly reports are provided to the Superintendent to review the discipline of all District 215 students. This data includes sub-group information which includes: gender, race, special education, English Language Learner, low-income. Currently the District 215 student population has no students who qualify under migrant status.

In an effort to promote healthy student relations and awareness assemblies are held to address the following issues: bullying, harassment, teen dating, healthy relationships, social media safety, safe driving, and making overall responsible decisions. Students are strongly encouraged to report alleged acts of bullying, intimidation, harassment and other acts of actual or threatened violence. All reported acts of bullying/harassment are investigated to determine if the act is within the scope of the district or school and, if not, a process for referral outside the school and to the appropriate jurisdiction is recommended. A student tip-line has been made available for free download through the Thornton Fractional District 215 app so that students and/or parents can anonymously report such concerns.

In order to avoid student out of school suspension, District 215 has created a ladder of supports for student behavior. Student misbehavior is handled on a case by case basis. In all cases, implementation of appropriate interventions/consequences takes into account a number of factors including the nature and severity of the misbehavior. Infractions are grouped into five levels based on the severity of the misbehavior. In some cases, the use of teacher/staff responses and/or the use of social service interventions may be most suitable. In other cases, a student's



misconduct may require or be most appropriately addressed by a targeted or significant disciplinary response along with social service interventions.

The following list of interventions is intended to assist, correct and/or alter behaviors so students can demonstrate safe and respectful behavior. These interventions often involve support staff and aim to engage the Student Service Department in helping students modify their inappropriate or disruptive behavior.

#### Level One Interventions

- Behavior Contract (Teacher)
- Detention (Teacher)
- Mediation
- Teacher/ Student/ Parent Contact
- Warning/ Reprimand

#### Level Two Interventions

- Behavioral Contract
- Deans Detention
- Community Service
- Mediation
- Mentoring
- PPS/ MTSS Referral
- Student Conference (staff, teacher, student and/ or parents)

#### Level Three Interventions

- Activity Ban
- Behavior Modules
- Community Service
- PPS/ MTSS Referral
- Restorative Justice Practices

#### Level Four Interventions

- Alternative Placement
- Alternative to suspension program
- Ban from Activities
- PPS Referral

- Restorative Justice Practices

#### Level Five Interventions

- Alternative Placement

In creating these levels and providing monthly reports to the superintendent, we have reduced the number of days and times that students receive an out of school suspension. We continue to monitor this data in order to provide targeted professional development and school assemblies.

### **2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act.**

District 215 seeks out and supports entities and partnerships with outside agencies in an effort to support the social-emotional, physical, health and wellness, psychological, and essential needs of our students. Some of the partnerships include Aunt Martha's, Thornton Township, local churches, and Walgreens. Additionally, we have provided support to families through workshops such as Promotion of Supporting our Families in Transition and Parent Empowerment Summit (bilingual).


We provide physical education uniform waivers, transportation to and from school including after school activities such as homework center, athletics and clubs to ensure students have access to the full high school experience. Additionally, we provide vouchers for free eye exams which includes a pair of glasses as well as classroom essential supplies (pens/pencils, folders, textbooks). We connect families with community organizations to assist with housing, medical (immunizations), and other needs as appropriate.



Thornton Fractional  
HIGH SCHOOL DISTRICT 215  
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

## Memorandum

To: Dr. Teresa A. Lance  
Superintendent

From: Dr. Rena Whitten   
Assistant Superintendent of Student Services

Date: June 9, 2020

Subject: Partnership with Aurora University

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**Motion:** Recommend the Board of Education approve the terms of the affiliation agreement between Thornton Fractional Township High School District 215 and Aurora University. This agreement will allow District 215 to serve as a site for School Social Worker and School Counselor interns.

The agreement for these services is attached for your review.



**JOHN J. MURPHY**  
Ph: 312-565-3100 Ext. 228  
Cell: 708-917-1199  
jmurphy@edlawyer.com

June 2, 2020

Dr. Teresa Lance, Superintendent  
Thornton Fractional Township  
High School District No. 215  
18601 Torrence Avenue  
Lansing, IL 60438

**Re: *Resolution Authorizing Intervention in Proceeding Before the State  
Property Tax Appeal Board or County Board of Review***

Dear Dr. Lance:

The District will soon receive the first appeals filed with the Property Tax Appeal Board for the 2019 tax year. As you know, the Property Tax Appeal Board requires the District to approve a resolution appointing the firm of Himes, Petrarca & Fester, Chtd. to represent it for each year of appeals. Enclosed is a copy of a Resolution Authorizing Intervention In Proceedings Before the State Property Tax Appeal Board or County Board of Review. Please have the Board of Education approve the Resolution and return the executed Resolution to my attention.

Very truly yours,

HIMES, PETRARCA & FESTER, CHTD.

A handwritten signature in black ink that reads "John J. Murphy".

JOHN J. MURPHY

Enclosure

cc: Mr. A. Lynn Himes

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# Memo

**To:** Board of Education  
**From:** Superintendent Teresa Lance  
**Date:** 6/17/20  
**Re:** TFS Student Survey

---

Per request of the Board, I am recommending a motion to issue an electronic survey to the students of TF South in order to take a vote on whether they want to change the school team name/nickname "Rebels".

**Thornton Fractional Township High Schools  
District 215  
Tuesday, June 23, 2020  
Financial Items**

**1. List of Bills**

<b>Fund</b>	<b>Regular Bills</b>	<b>Imprest Bills</b>
Educational	\$ 1,177,897.52	\$ 11,625.10
Special Education	\$ 1,528.49	
Operations and Maintenance	\$ 174,071.52	
Debt Service	\$ 265.00	
Transportation	\$ 80,911.91	
Capital Projects		
Tort Liability	\$ 8,651.50	
<b>Totals</b>	<b>\$ 1,443,325.94</b>	<b>\$ 11,625.10</b>

**Recommended Motion:**

That the Board of Education approve the payment of Regular Bills in the amount of **\$1,443,325.94** and Imprest Bills in the amount of **\$11,625.10**

**2. Payroll**

**Monthly Payroll Report**

<b>Fund</b>	
Education	\$ 7,393,520.83
Operations Building Maintenance	\$ 172,795.52
Transportation	\$ 1,341.10
<b>Total</b>	<b>\$ 7,567,657.45</b>

**Recommended Motion:**

That the Board of Education accept the Monthly Payroll Report for the month of May, 2020 in the amount of **\$7,567,657.45** and approve payment for the month of July, 2020.

**3. Consultant/Vendors**

<b>Company/Club</b>	<b>Purpose/Item</b>	<b>Amount</b>
Socorro Evans	TF North Parent Liaison	\$ 9,372.00
Tonya Reed	TF North Parent Liaison	\$ 9,372.00
Darvel Stinson	TF South Parent Liaison	\$ 9,300.00

**Recommended Motion:**

That the Board of Education approve the above listed contract(s) for the 2020-21 school year.

#### **4. Partnership for Resilience c/o Consortium for Educational Change**

**Recommended Motion:**

That the Board of Education approve the terms of the agreement between Thornton Fractional Township High School District 215 and the Partnership for Resilience for the 2020-21 school year. See attached memo.

#### **5. Innovative Learning by Design, LLC.**

**Recommended Motion:**

That the Board of Education approve the the Proposal for Services with Innovative Learning by Design for the 2020-21 school year. See attached memo.

#### **6. Contract - Professional Development Partnership with Curriculum Management Solutions, Inc.**

**Recommended Motion:**

That the Board of Education approve the contract by and between CMSI and TFTHS District 215. See attached memo.

#### **7. Amendment to Contract for Transportation Services**

**Recommended Motion:**

That the Board of Education ratify the "Amendment to Contract for Transportation Services" with Cook Illinois Corporation. See attached memo.

#### **8. Memorandum to Approve the Athletic Trainer Support Agreement**

**Recommended Motion:**

That the Board of Education approve the agreement with Trademark Performance Corporation to provide onsite Athletic Trainer services at \$31.50/hr. See attached memo.

#### **9. 2020-21 SELF Workers Compensation Pool Proposal of Insurance**

**Recommended Motion:**

That the Board of Education accept the 2020-21 School Employee Loss Fund (SELF) Workers Compensation Pool Proposal of Insurance. See attached memo.

#### **10. Sears PTAB Settlement Agreement**

**Recommended Motion:**

That the Board of Education accept the proposed Sears 2014, 2015, 2016 Settlement Agreement See attached memo.

## **11. Thought Exchange Renewal**

### **Recommended Motion:**

That the Board of Education accept the renewal for Thought Exchange for the 2020-21 school year. See attached memo.

## **12. Illinois Century Network - Letter of Agency (LoA)**

### **Recommended Motion:**

That the Board of Education approve the E-rate Consortium Letter of Agency Agreement and authorize the Director of IT to sign the related contract. See attached memo.

## **13. Fire Alarm Service Agreement**

### **Recommended Motion:**

That the Board of Education approve the 3-year Planned Service Agreements with Johnson Controls for Fire Alarm Maintenance and Testing at TFN, TFS, TFC, and CAL. See attached memo.





Thornton Fractional  
HIGH SCHOOL DISTRICT 215  
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

## Memorandum

To: Dr. Teresa A. Lance  
Superintendent

From: Dr. Rena Whitten   
Assistant Superintendent of Student Services

Date: June 09, 2020

Subject: Partnership for Resilience c/o Consortium for Educational Change

---

**Motion:** Recommend the Board of Education approve the terms of the agreement between Thornton Fractional Township High School District 215 and the Partnership for Resilience. This agreement will allow District 215 staff to receive training and ongoing support in creating a trauma-responsive educational environment. This is the second year of the partnership.

The agreement for these services is attached for your review.



Thornton Fractional  
HIGH SCHOOL DISTRICT 215  
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**MEMORANDUM**

**To:** Dr. Teresa A. Lance, Superintendent

**From:** Mike Fies, Assistant Superintendent of Teaching & Learning *MF*

**Date:** June 9, 2020

**Subject:** Professional Development - A Collaborative Project between Thornton Fractional High School District 215 and Innovative Learning by Design, LLC.

Please recommend the Board of Education accept the contract by and between, Innovative Learning by Design (ILBD) and Thornton Fractional High School District 215.

The program will be funded through Title II.



Thornton Fractional  
HIGH SCHOOL DISTRICT 215  
BURNHAM • CALUMET CITY • LANSING • LYNWOOD

**MEMORANDUM**

**To:** Dr. Teresa A. Lance, Superintendent

**From:** Mike Fies, Assistant Superintendent of Teaching & Learning

**Date:** June 9, 2020

**Subject:** Professional Development Partnership with Curriculum Management Solutions, Inc.

Please recommend the Board of Education accept the contract by and between, Curriculum Management Solutions, Inc. (CMSi) and Thornton Fractional High School District 215.

The program will be funded through Title II.



## MEMORANDUM

**To:** Teresa A. Lance, Superintendent  
**From:** Charles DiMartino  
**Date:** June 15, 2020  
**Subject:** Ratify Amendment to Contract for Transportation Services

**Recommendation**

That Board of Education ratify the “Amendment to Contract for Transportation Services” with Cook Illinois Corporation as discussed in closed session.

**Background**

A final negotiated amendment was executed by Cook Illinois Corporation, which included a 30% payment for the month of May and a zero increase per route for the next school year.



## MEMORANDUM

**To:** Teresa A. Lance, Superintendent  
**From:** Charles DiMartino  
**Date:** June 15, 2020  
**Subject:** Athletic Trainer Support Agreement

---

### **Recommendation**

That Board of Education approve the agreement with Trademark Performance Corporation.

### **Background**

Trademark Performance Corporation has been providing on-site athletic trainer services to District 215 for over 10 years. This agreement is to provide services at TF North and TF South for a period of one year beginning June 2020, upon the commencement of summer practices, and ending after the completion of the 2020 Spring Season. The cost of services is based on an hourly rate of \$31.50 per hour. There is no increase from the prior year rate.



# MEMORANDUM

**To:** Dr. Teresa A. Lance, Superintendent  
**From:** Charles DiMartino, Assistant Superintendent of Finance and Operations  
**Date:** June 15, 2020  
**Subject:** 2020-2021 SELF Workers Compensation Pool Proposal of Insurance

---

## RECOMMENDED ACTION:

Accept the 2020-2021 School Employee Loss Fund (SELF) Workers Compensation Pool Proposal of Insurance.

## BACKGROUND INFORMATION:

District 215 is a member of the School Employees Loss Fund (SELF) Workers Compensation Pool.

The pool consists of 84 Illinois school districts, pooling resources, offering services for managing worker's compensation insurance. It is not an insurance company. The pool operates as a cooperative risk sharing organization. The practice of the pool has been to manage each policy period separately making sure sufficient funds are available to pay losses and related expenses for that policy period. Older, more mature loss years have generated either an assessment or a refund to the district.

The SELF workers compensation renewal for 2020-2021 will be labeled the Coronavirus renewal. Fortunately, the SELF program has performed very well resulting in a 4.35% reduction in overall pool costs.

The Total Estimated Deposit Contribution with Adjustments for 2020-2021 is \$208,338.

The Total Estimated Deposit Contribution with Adjustments for 2019-2020 was \$257,507.

Payments for Workers Compensation Insurance are made from the Tort Fund.



## MEMORANDUM

**To:** Teresa A. Lance, Superintendent  
**From:** Charles DiMartino  
**Date:** June 15, 2020  
**Subject:** Sears 2014, 2015, 2016 PTAB Settlement Agreement

---

### **Recommendation**

Accept the proposed Sears 2014, 2015, 2016 PTAB Settlement Agreement.

### **Background**

Three years of pending PTAB appeals filed by the Sears property located in the River Oaks Shopping Center are at issue: 2014, 2015, and 2016.

For the 2014 year:

- The Board of Review found that the property had a market value (MV) of 8.3M
- For the same year, we joined in an appraisal obtained by Calumet City that the MV was 8M
- Sears presented an appraisal that showed the property had a MV of 6.5M

For the 15 and 16 years, both sides re-presented their 2014 appraisals.

The matter is set for a hearing before a PTAB hearing officer on July 14 and 15, 2020.

In settlement discussions with the Sears attorney, our attorneys have worked out the following agreement.

- For 2014, the stipulated MV would be 8M
- For 2015 and 2016, the stipulated MV would be 6.5M

With these stipulated market values, the District would owe Sears a total refund amount for the three years at issue of \$105,825.22 to be refunded over a period of three years as follows:

- 50% of the refund amount in year one – for a total of \$75,412.61
- 25% in the years two and three – for a total of \$37,706.30 for each year

Developments in the last two years cause a settlement desirable for the following reasons:

- In 2018, Sears sold the property at issue for 1.8M
- In 2019, the new owner quit-claimed the deed to the Cook County Land Bank. Calumet City then obtained the possession of the property through the Land Bank.

These events would be presented to the hearing officer and might result in a finding that the property's MV in the years in question was much lower than either appraisal.





## MEMORANDUM

**To:** Teresa A. Lance, Superintendent  
**From:** Charles DiMartino  
**Date:** June 15, 2020  
**Subject:** Thought Exchange Renewal

---

### **Recommendation**

Accept the proposed renewal for Thought Exchange.

### **Background**

The Board of Education approved the original Thought Exchange subscription service on August 27, 2019, effective September 1, 2019. The contract will automatically renew with a 5% increase unless cancelled 60 days before the anniversary date of 9/1; therefore, we must provide notice of cancellation by the end of June, unless we want to renew it.

To align the contract with the district's fiscal year which begins July 1, Thought Exchange staff has offered a new agreement starting 7/1/2020 and ending 6/30/2021. The renewal invoice would give us credit for the months of July-September, that we have already paid.

The new cancellation deadline to avoid automatic renewal will be moved to April 30.



## MEMORANDUM

**To:** Teresa A. Lance, Superintendent  
**From:** Paul Wakefield, Director of Information Technology  
**Date:** June 15, 2020  
**Subject:** Illinois Century Network e-Rate Letter of Agency Agreement

---

### Recommendation

That the Board of Education approve the Illinois Century Network Erate Letter of Agency (LoA) Agreement and authorize the Director of IT to sign the related documents.

### Background

In the fall of 2019 the Illinois Century created a consortium to bid and contract telecommunications services on behalf of members of the consortia members which included Illinois Public School Districts as well as public libraries and private schools. In the initial consortium bid for the 2020-21 e-Rate funding year, 532 organizations joined the consortium and bid telecommunications services via the consortium.

District 215 made the decision to take a wait and see approach and not to join the consortium in 2019 (which provided funding in the 2020-21 school year) because telecommunications services were under long term contract and there were no immediate benefits. The Illinois Century Network (ICN) is now offering enhanced services for its constituents that make connecting to the ICN advantageous to District 215 outside of regular telecommunications services. These services include but are not limited to remote device content filtering and Internet DDoS protection, which would save us over \$33,000 annually.

Joining the consortia would allow the District to take advantage of these services beginning in the 2021-22 school year. There is no cost to join the consortium and joining the consortium does not prohibit the District from continuing to file E-rate applications for existing and new telecommunications services on its own. There is no discernible disadvantage to joining the consortia.



## MEMORANDUM

**To:** Teresa A. Lance, Superintendent  
**From:** Charles DiMartino  
**Date:** June 16, 2020  
**Subject:** Fire Alarm Service Agreements

---

### **Recommended Action:**

That the Board of Education approve the 3-year Planned Service Agreements with Johnson Controls for Fire Alarm Maintenance and Testing at TFN, TFS, TFC and CAL.

### **Background Information:**

Johnson Controls is our current provider of planned service maintenance and testing of our fire alarm systems at TFN, TFS, Center for Academics and Technology, and the old administration center (now the Center for Alternative Learning) under agreements due to expire June 30, 2020. The new agreements will start July 1, 2020 and will renew annually, unless cancelled prior to renewal period, until June 30, 2023.

During comprehensive and operational inspections, Johnson Controls will perform routine checks of the equipment for common issues caused by normal wear and tear on the equipment, in addition to routine maintenance, such as lubrication, cleaning and tightening connections.

### **PRICE AND PAYMENT TERMS:**

Estimate No. 1-1666VUVA - TFN

Year 1 – \$8,212.00    Year 2 – \$8,212.00    Year 3 – \$8,376.00

Estimate No. 1-1665RJEX - TFS & TFC & CAL

Year 1 – \$9,752.00    Year 2 – \$9,752.00    Year 3 – \$9,947.00

**PERSONNEL REPORT  
JUNE 23, 2020**

- |  |   |
|--|---|
| 1. It is recommended that the Board of Education approve the retirement of Karen Lake, Math Paraprofessional at T.F. North, effective the last day of the 2021-2022 school term.   | <b>EMPLOYEE RETIREMENT<br/>KAREN LAKE</b>                             |
| 2. It is recommended that the Board of Education approve the retirement of Cynthia Winbush-Acoff, Guidance Secretary at T.F. North, effective June 17, 2022.   | <b>EMPLOYEE RETIREMENT<br/>WINBUSH-ACOFF, CYNTHIA</b>                 |
| 3. It is recommended that the Board of Education approve the resignation of Shikar Boone, System Applications Specialist, effective June 23, 2020.   | <b>EMPLOYEE RESIGNATION<br/>SHIKAR BOONE</b>                          |
| 4. It is recommended that the Board of Education approve the resignation of Pamela Franklin, Cafeteria Aide at T.F. South, effective June 1, 2020.   | <b>EMPLOYEE RESIGNATION<br/>PAMELA FRANKLIN</b>                       |
| 5. It is recommended that the Board of Education approve the resignation of Kalente Jackson, Deans' Assistant at T.F. Center campuses, effective June 1, 2020.   | <b>EMPLOYEE RESIGNATION<br/>KALENTE JACKSON</b>                       |
| 6. It is recommended that the Board of Education approve the resignation of José Topete, Custodian at T.F. North, effective June 12, 2020.   | <b>EMPLOYEE RESIGNATION<br/>JOSÉ TOPETE</b>                           |
| 7. It is recommended that the Board of Education approve the resignation of Antwanique Williams, Athletics & Activities Secretary at T.F. South, effective June 4, 2020.   | <b>EMPLOYEE RESIGNATION<br/>ANTWANIQUE WILLIAMS</b>                   |
| 8. It is recommended that the Board of Education approve the resignation of Colin Yarnelle, Social Studies Teacher at T.F. Center for Academics & Technology, effective June 1, 2020.                                      | <b>EMPLOYEE RESIGNATION<br/>COLIN YARNELLE</b>                        |
| 9. It is recommended that the Board of Education rescind the employment of Shakira Gross as a Custodian at T.F. North.   | <b>EMPLOYMENT RESCISSION<br/>SHAKIRA GROSS</b>                        |
| 10. It is recommended that the Board of Education approve the employment of Julie Kersaan-Potsic as a Music Teacher at T.F. South, effective for the 2020-2021 school term.  | <b>EMPLOYMENT<br/>JULIE KERSAAN-POTSIC</b>                            |
| 11. It is recommended that the Board of Education approve the employment of John Muth as a Custodian at T.F. North, effective July 6, 2020.  | <b>EMPLOYMENT<br/>JOHN MUTH</b>                                       |
| 12. It is recommended that the Board of Education approve the reassignment of Christin Passarelli from English Teacher at T.F. North to Dean of Students at T.F. Center campuses, effective for the 2020-2021 school term. | <b>EMPLOYEE REASSIGNMENT<br/>CHRISTIN PASSARELLI</b>                  |
| 13. It is recommended that the Board of Education approve the following extra-curricular releases, resignations and appointments, effective immediately:   | <b>EXTRA-CURRICULAR RELEASES,<br/>RESIGNATIONS &amp; APPOINTMENTS</b> |

**T.F. North**

Resignations:

Kalente Jackson, *Boys' Track Assistant Coach*

Tajmar James, *Cheer Assistant Coach*

Allison Lukaszewski, *Girls' Tennis Co-Head Coach*

**T.F. South**

Appointments:

Darrion Payne, *Football Volunteer Assistant Coach\**

PERSONNEL REPORT  
JUNE 23, 2020

- |   |   |
|---|---|
| 14. It is recommended that the Board of Education approve intermittent FMLA leave for Karen Larson, Custodian at T.F. South, for the 2020-2021 school term.   | <b>FMLA LEAVE (INTERMITTENT)</b><br><b>KAREN LARSON</b> |
| 15. It is recommended that the Board of Education approve the following teachers for summer school 2020:<br><br><b>Algebra</b> – Benjamin Faulkner, Tareg Mansour (S1)<br><b>Biology</b> – Sabreena Ball (S2), Verneisha Gair<br><b>Drivers Ed (Behind-the-Wheel)</b> – Matthew Johnson, Robert Padjen, Frederick Schuldes, Dawn Sosa, Michael Tisza, Jamey Wallace<br><b>English</b> – Michael Kawa (S1), Kimberly Praser, Raymond Smith, Chelsea Taylor<br><b>Geometry</b> – Katrice Jefferson, Carrie Zegarac (S1)<br><b>Physical Ed.</b> – Nancy Welker<br><b>Special Ed.</b> – Genevieve Correa (S2), Samantha Mullaney (S2), Hyrine Owens<br><b>U.S. History</b> – Aaron Altenburg<br><b>World History</b> – Ericka Jones | <b>SUMMER SCHOOL EMPLOYMENT</b>                         |
| 16. It is recommended that the Board of Education approve the following Guidance Counselor Interns for the 2020-2021 school term:<br><br>Yvonne Miller, <i>T.F. South</i><br>Patrice Thompson, <i>T.F. North</i>  | <b>INTERNS</b>  |
| 17. It is recommended that the Board of Education approve the following volunteer for the 2020-2021 school term: Charles DiMartino.   | <b>VOLUNTEERS</b>                                       |

**ADDENDUM TO  
PERSONNEL REPORT  
JUNE 23, 2020**

- |  |   |
|--|---|
| 1. It is recommended that the Board of Education approve the resignation of Omari Garrett, Athletic Director at T.F. North, effective June 30, 2020.                           | <b>EMPLOYEE RESIGNATION<br/>OMARI GARRETT</b> |
| 2. It is recommended that the Board of Education approve the employment of Willie Davis, II as TAOEP Teacher at T.F. Center campuses, effective for the 2020-2021 school term. | <b>EMPLOYMENT<br/>WILLIE DAVIS, II</b>        |